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ABSTRACT

The document offers recommendations for a planned approach to the development and appraisal of a career-oriented marketing cluster program. The suggested appraisal instrument may be used for self-evaluation or group evaluation. Information on career education in Oregon, the career cluster concept, and the model marketing program concept precedes the major section of the guide which presents each of the program components. Specific directions for program assessment in relation to each component are included. For each component there is a descriptive outline, five performance standards in the form of evaluative questions, space for writing an assessment rating after each question, and an assessment scale for recording the component's rating. The components are: Advisory Committees, Articulation K-Adult, Career Oriented Curriculum, Career Oriented Methods, Cooperative Work Experience, Evaluation, Facilities and Materials, Long-Range Planning, Meeting Individual Needs; Program Design, School and Community Activities, Staffing, Vocational Student Organizations, Awareness K-6, Exploration, and Marketing Projects. Other sections cover utilizing the assessment results, the planned program development system, and the assessment profile. Appended are: Model Marketing Cluster Program (graphic portrayal), descriptions of some recommended allied supporting courses, codes and titles for Distributive Education instructional programs, and Marketing Cluster Assessment Worksheets. (Author/MS)

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A PLANNED APPROACH

TO

PROGRAM DEVELOPMENT

THE MODEL MARKETING CLUSTER PROGRAM

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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MADISON HIGH SCHOOL
PORTLAND, OREGON

AN OREGON STATE DEPARTMENT OF EDUCATION DEVELOPMENTAL SCHOOL IN MARKETING

CE 006 718

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MADISON HIGH SCHOOL IS PRESENTLY DEVELOPING A MODEL MARKETING PROGRAM IN THE CLUSTER CURRICULUM WITH THE COOPERATION OF THE OREGON STATE DEPARTMENT OF EDUCATION.

ARRANGEMENTS MAY BE MADE TO VISIT THE SCHOOL AND DISCUSS THIS PROGRAM WITH APPROPRIATE STAFF MEMBERS.

THIS MODEL PROGRAM GUIDELINE AND REFERENCE MANUAL REPRESENTS A TESTED APPROACH TO DEVELOPING A MARKETING CURRICULUM.

FOR ADDITIONAL INFORMATION PLEASE FEEL FREE TO CONTACT ANY OF THE FOLLOWING STAFF MEMBERS OF MADISON HIGH SCHOOL OR THE CAREER PROGRAM OPERATIONS SECTION INSTRUCTIONAL SUPPORT DIVISION OF THE STATE DEPARTMENT OF EDUCATION.

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INTRODUCTION

The model marketing occupational cluster approach to program development is based on the concept that programs should be tailormade to suit a specific school and its community. It is the task of advisory groups and others interested in education to devise a program which meets goals and objectives important to the community. When a program is deemed capable of reaching identified goals and objectives, it can be considered a model, and therefore the object of long-range planning.

The model described in this booklet is the type of program which can achieve certain identified educational goals, prepare students with entry level skills and provide students with post-secondary school alternatives on the route to their chosen career goals. The process of using a systematic approach to developing and implementing a marketing cluster program is perhaps more important than strict adherence to the identified model.

In this approach, the cluster teacher's role is to be an efficient manager of learning tools and resources, as well as a planner at the program level. It is hoped that this booklet will be helpful to those who are involved in program development.

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A PLANNED APPROACH TO PROGRAM DEVELOPMENT

(The Model Marketing Cluster Program)

Effective programs may have similar objectives, teacher preparation, instructional materials, students and school settings, even though the methods and philosophies of the teachers may differ. It is also possible to have equally effective programs when the settings, materials, students and teacher preparation are dissimilar. Standardization may not have a direct bearing on how well or efficiently goals are accomplished. However, to measure the effectiveness of a program and compare it with other programs, the criteria used for evaluation must be related to the objectives of that particular program. If, for example, a traveler's destination is Los Angeles, there are many ways he might choose to get there, some probably more efficient than others, depending on the critieria chosen as the measure of efficiency. One way to answer the question, "What constitutes a good marketing/distributive education program?" is to establish some model program components which can be used for assessment.

This paper offers recommendations for a planned approach to the development and appraisal of a career-oriented marketing cluster program. The suggested appraisal instrument may be used for self-evaluation or group evaluation. Recommendations are based on the work of a teacher assistance team that worked with Madison High School, Portland, Oregon.* The assessment instrument was tested for three years and then revised by the team. Members of the team are listed on page iv. Also cooperating in the project were Mr. William Knouff, Principal, and Mrs. Sue Bushnell, Curriculum Vice Principal at Madison High School, and Mr. Leroy E. Wallis, Career Education Specialist, Portland School District No. 1J, Area II.

Current thinking, based on the work of advisory groups such as the Oregon Business Education Council and the State Curriculum Advisory Committee for Marketing, has also been included. The planned program approach reflects the policy of the Oregon Board of Education, which gives priority to career education development. It also reflects the concepts presented in *Career Education Development in Oregon, a Statement on Improving Vocational Education,* prepared by Oregon's Director of Career Education and adopted by the Board in May, 1970.

The goals of the teacher assistance team included:

1. Identifying the characteristics of a model career-oriented marketing cluster program.
2. Developing an appraisal instrument to compare the Madison High School distributive education/marketing program with the identified model.
3. Assessing the Madison program.
4. Using the assessment results to help move the Madison program toward "model" program status.
5. Providing other assistance, such as recommendations, guidelines, etc.

ABOUT CAREER EDUCATION

Career education in Oregon is based on a model providing comprehensive program development at the elementary, mid-school, secondary and post-high school levels. In the elementary grades, students develop awareness of occupations and career areas. They develop respect for workers in all fields, they develop foundations leading to constructive attitudes toward work and society, and they learn to relate themselves to an occupational role. This phase of the total career education model calls for integrating the objectives of career development with the objectives of the elementary school program.

*Madison High School is the State Department of Education's marketing cluster developmental school.

Students in the mid-school programs, usually grades 7 through 10, begin more concentrated career exploration. They explore key occupational areas which enables them to make more refined assessments of their interests and abilities, to become more familiar with occupational classifications and clusters of occupations, to become aware of the factors and implications in decision making and career choice, and to develop tentative occupational plans and make a broad career choice.

In grades 11 and 12 students experience the career preparation component of Oregon's career education model through career cluster programs. Students have opportunities to acquire occupational skills and knowledge for entry level employment or other post- secondary alternatives, to develop acceptable job attitudes, to gain actual work experience in relation to their broad career field, to belong to a supporting vocational student organization, and to continue exploration of work possibilities.

One of the major occupational clusters in Oregon is marketing. It deals with jobs in the broad area of distribution in our economy. Schools are being encouraged to implement marketing cluster programs because of current and anticipated manpower needs in this area.

At the post-high school and adult levels, students receive more specilaized occupational preparation. Students acquire additional skills and knowledge necessary for vertical or horizontal mobility in occupational fields. Adults have opportunities for retraining. Opportunities for training are available through community colleges, apprenticeship programs, private schools, four-year colleges and universities, and business and industry. The entire career education model is represented graphically on page 5.

The career education model is an articulated, continuous curriculum design. Guidance and counseling is emphasized in each phase. This approach makes no distinction between better occupations on the one hand and better, more fulfilled lives for people on the other hand. Rather, career education recognizes that along with other recognized objectives for public education, it is important to prepare for the type of work one will do in life. This preparation should not be left to chance or circumstance. Each discipline, through its own particular strengths, must support the real life goals of students. When this is achieved, each individual's alternatives after high school can hold more meaning and purpose.

ABOUT THE CAREER CLUSTER CONCEPT

Career preparation is based on the occupational "cluster" concept. A cluster is composed of a group of occupations which are logically related because they include identical or similar teachable skills and knowledge requirements. In the process of grouping occupations, it is necessary to evaluate the characteristics of a multitude of jobs available in our economy. This is accomplished through occupational analysis. Certain key occupations which represent the types of jobs within each cluster have been identified for additional analysis. The key occupations selected are those in which 250 or more are employed and the expansion/replacement need over a five-year period is 100 or more. The analysis process leads to concepts about occupations and instruction and provides an audit trail from the world of work to the classroom.*

Occupational education based on the cluster concept should prepare students for entry into a "family" of occupations rather than any specific one. This is an advantage to students preparing to work in an economy which is increasingly characterized by rapid technological change in skill and knowledge requirements. The student is not prematurely committed to a narrow work specialty. Enough breadth in initial preparation is provided to help the student cope effectively with occupational and employment changes. In addition, such education should qualify students for subsequent enrollment in more concentrated and specialized education. As the student develops entry-level competencies in a related group of jobs, he acquires flexibility in terms of occupational, educational, and geographical mobility.

*See *Marketing Occupational Cluster Guide* for additional information.

THE MODEL MARKETING PROGRAM CONCEPT

The model marketing program is comprised of 16 components. They have not been classified, but in general they may be described as: program characteristics, direct program components, and supportive components. (See list below.) "Awareness and exploration" are listed apart from the model program components because it is often difficult to assess them in relation to a single model program. "Marketing Projects" is also listed separately because some projects are not necessarily part of a model program and in that case should not be a factor in assessment. The components are listed alphabetically below; they are not given any priority order. When combined, they represent a comprehensive marketing program.

Model Program Components

Advisory Committee
Articulation
Career-Oriented Curriculum
Career-Oriented Methods
Cooperative Work Experience
Evaluation
Facilities, Equipment, Materials, and Supplies
Long-Range Planning
Meeting Individual Needs
Program Design
School and Community Relations
Staffing
Vocational Student Organization

Supportive Components

Awareness
Exploration
Marketing Projects

Model Program Components

In the following pages are descriptions of each of the model components. To assess your own program:

1. Review the descriptive section and the key questions.

2. Turn to the corresponding element in the performance standards section (Appendix D). Indicate the degree to which your program reaches the weight factor for each question. For example, if the question is given a weight of 30, and you believe that your program warrants 10, write 10 in the space provided. Mark the total for that component on the scale. The weighting is based on 100 for each component. If more than one person is participating in the assessment, average the ratings for each question. The individual worksheets (Appendix D) can be duplicated for use in the assessment.

3. Transfer the component's rating to the Model Marketing Program Assessment Profile. When you draw connecting lines from point to point, you will have a visual profile of your program.

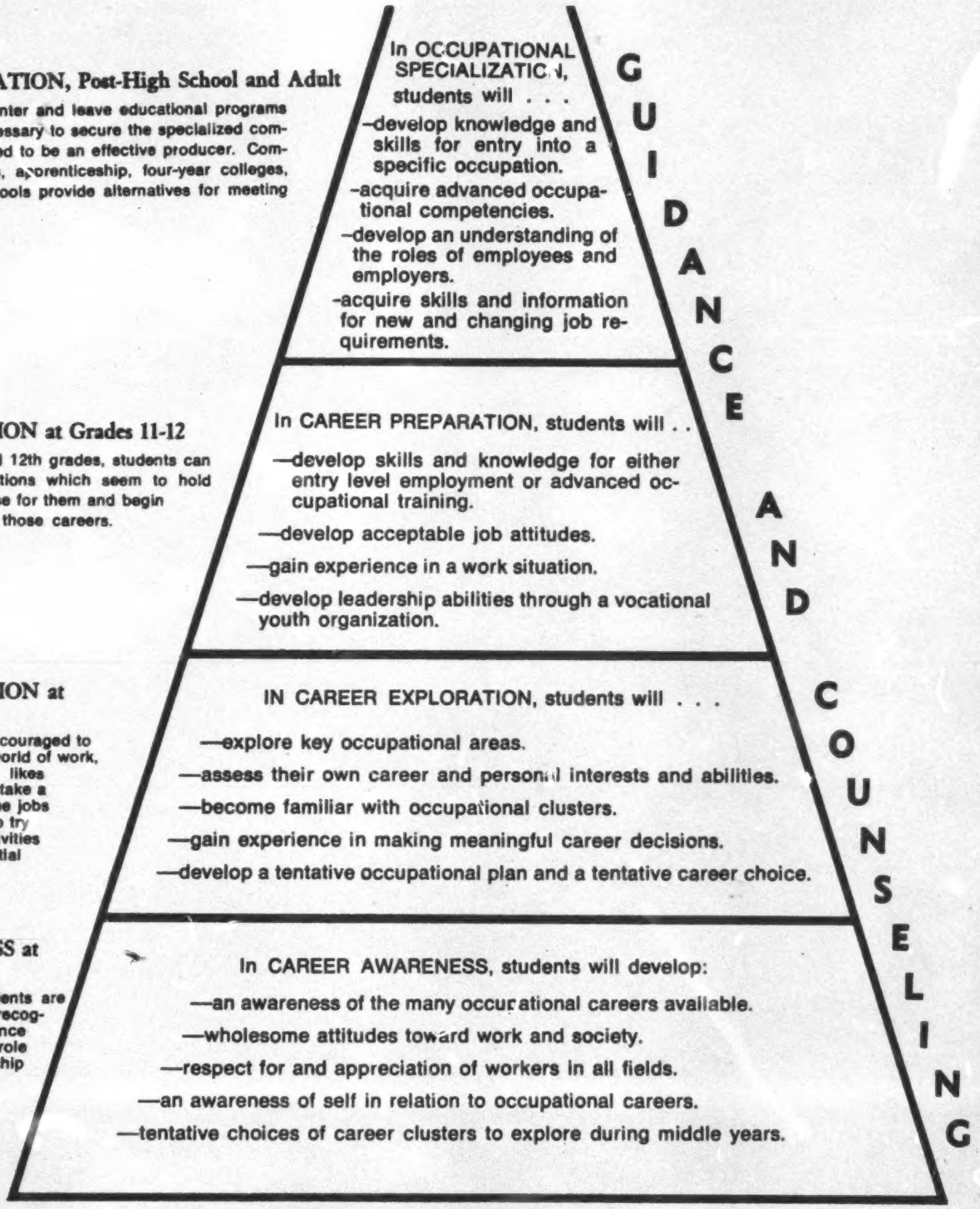
4. Total the components' ratings and determine their average. Note this figure on the master assessment for the total program. This will indicate your program's present status in relation to a theoretical "model range."

5. Suggestions for using assessment results are given on page 22. You may find additional uses. The process of assessment is especially useful for determining program priorities, developing a long-range plan for program development, involving the advisory committee and providing supportive data for budget planning.

A graphic portrayal of the model marketing program can be found in the Appendix (A) as well as a listing of allied supporting courses (Appendix B) and the U.S. Office of Education's list of distributive occupations categories (Appendix C).

CAREER EDUCATION

Career education uses the producer role as the focal point for curriculum and program development. Such a curriculum and program may be organized to include knowledge and skills which people use in all of their related life roles.


SPECIALIZATION, Post-High School and Adult
Students may enter and leave educational programs as often as necessary to secure the specialized competencies needed to be an effective producer. Community colleges, apprenticeship, four-year colleges, and private schools provide alternatives for meeting these needs.
In OCCUPATIONAL SPECIALIZATION, students will . . .
–develop knowledge and skills for entry into a specific occupation.
–acquire advanced occupational competencies.
–develop an understanding of the roles of employees and employers.
–acquire skills and information for new and changing job requirements.
PREPARATION at Grades 11-12
By the 11th and 12th grades, students can identify occupations which seem to hold the most promise for them and begin preparation for those careers.
In CAREER PREPARATION, students will . .
—develop skills and knowledge for either entry level employment or advanced occupational training.
—develop acceptable job attitudes.
—gain experience in a work situation.
—develop leadership abilities through a vocational youth organization.
EXPLORATION at Grades 7-10
Students are encouraged to EXPLORE the world of work, to identify their likes and dislikes, to take a closer look at the jobs available, and to try some of the activities related to potential careers.
IN CAREER EXPLORATION, students will . . .
—explore key occupational areas.
—assess their own career and personal interests and abilities.
—become familiar with occupational clusters.
—gain experience in making meaningful career decisions.
—develop a tentative occupational plan and a tentative career choice.
AWARENESS at Grades K-6
Elementary students are encouraged to recognize the importance of the producer role and its relationship to other life roles.
In CAREER AWARENESS, students will develop:
—an awareness of the many occupational careers available.
—wholesome attitudes toward work and society.
—respect for and appreciation of workers in all fields.
—an awareness of self in relation to occupational careers.
—tentative choices of career clusters to explore during middle years.
GUIDANCE AND COUNSELING

— THE OREGON WAY —

ADVISORY COMMITTEE

The curriculum, equipment and facilities of a career cluster must reflect the occupational world. Programs should be developed and operated in cooperation with the leaders of business, industry and labor, and with workers actually in marketing jobs. A program advisory committee should be actively involved.

Some key areas of involvement for a program advisory committee are:

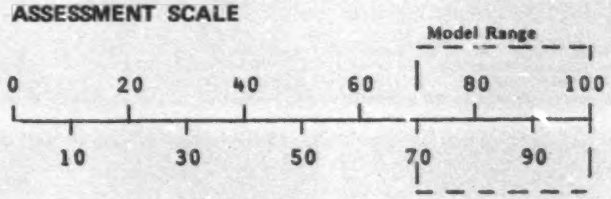
1. Providing advice on current requirements relating to distributive and marketing occupations.
2. Assisting in developing long-range plans for program development.
3. Assisting in sponsorship of the Distributive Education Clubs of America student program.
4. Assisting in bettering community and in-school relationships.
5. Advising on the appropriateness of facilities and needs for equipment.
6. Assisting in placement and training sponsor relations.
7. Assisting in the evaluation process.

The article, "About Advisory Councils," offers recommendations regarding those factors necessary for an exemplary committee. (Available from Marketing Specialist, State Department of Education.)

PERFORMANCE STANDARDS	ASSESSMENT
1. Is there an advisory committee representative of the marketing community? (20)	_____
2. Does the coordinator communicate with and enlist the assistance of the advisory committee on a regular basis? (20)	_____
3. Does the advisory committee assist in the identification of program needs and in working toward meeting those needs? (20)	_____
4. Does the advisory committee assist in the improvement of the marketing program's school and community relations? (20)	_____
5. Are advisory committee recommendations given proper recognition and channeled to appropriate persons? (20)	_____

On the scale to the right indicate the total rating given for this Component. If more than one individual is involved in the assessment process, average the ratings and insert the average on the scale.

ASSESSMENT SCALE



ARTICULATION K–ADULT

Career oriented curriculums should enable students to move smoothly and without interruption to and through high school, college and work. Articulation efforts should encompass the total education process, including continuing education. In the awareness component of career education (K-6), activities might best be devoted to making students aware of the economics of distribution as well as the jobs in the distributive facet of our economic system. In grades 7 and 8, initial exploration should be encouraged through observation, the use of resource persons and school and community resources in all career areas including marketing. In grades 9 and 10, continued exploration of all clusters is encouraged, with more in-depth exploration of marketing occupations. The basic marketing curriculum is recommended for grade 11, and the career oriented sub-curriculums for grade 12.

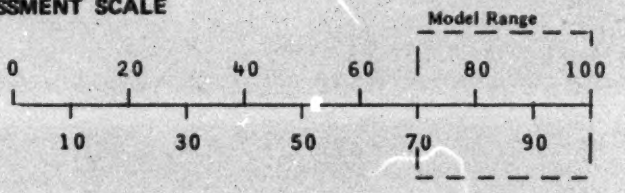
At the post-secondary community college level, specialized curriculums and/or courses or activities are recommended. The goal is entry level readiness through middle level management or technical capacity. Management or technical preparation above the middle level is learned in the colleges and universities. Specific learning takes place on the job.

The concept of career education extends beyond formal school experiences into a continuing educational program. Service to adults should be an important facet of marketing/distributive education. Efforts should be made to provide adult programs in conjunction with other agencies in the community, especially community colleges. In areas where community colleges do not operate, high schools are encouraged to provide an adult education program.

PERFORMANCE STANDARDS	ASSESSMENTS
1. Is there a planned program of curriculum articulation between the high school and the community college? (20)	_____
2. Is there evidence of articulation between the awaremess and exploratory school levels of career education and the marketing curriculum? (20)	_____
3. Are students in grades K-6 exposed to occupations in the distribution field and to the economics of distribution? (20)	_____
4. Are exploratory experiences available in the area of marketing and management for students in grades 7 - 10? (20)	_____
5. Is there a planned procedure for meeting the adult education needs in the community? (20)	_____

On the scale to the right indicate the total rating given for this Component. If more than one individual is involved in the assessment process, average the ratings and insert the average on the scale.

ASSESSMENT SCALE



CAREER ORIENTED CURRICULUM

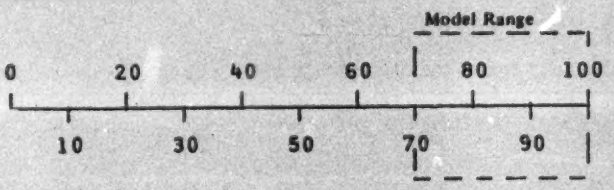
The marketing occupational cluster guide is the recommended base for the cluster program in grades 11 and 12. The cluster should include the broadest possible number of occupations. The Office of Education has identified categories of distributive occupations; these could be used as the basis for the cluster. (See *Vocational Education and Occupations* published by the U.S. Office of Education and U.S. Department of Labor, Manpower Administration.)

Students should be encouraged to take courses which are allied to and supportive of their career interests. Students need classroom and laboratory experiences which reflect the subject matter of the curriculum. The marketing curriculum should be kept current with practices and procedures in business and industry.

PERFORMANCE STANDARDS	ASSESSMENT
1. Is an organized procedure being used for updating the marketing cluster curriculum? (20)	_____
2. Are appropriate allied supporting courses available to students so they may develop a more comprehensive career program? (15)	_____
3. Does the learning environment and class activity encourage students to explore occupations within the marketing career area? (20)	_____
4. Are subject matter concepts identified by stated performance or achievement levels? (25)	_____
5. Are concepts in the curriculum guide utilized as a base for instruction provided in the program? (20)	_____

On the scale to the right indicate the total rating given for this Component. If more than one individual is involved in the assessment process, average the ratings and insert the average on the scale.

ASSESSMENT SCALE



CAREER ORIENTED METHODS

When activities are used as vehicles for learning concepts or for gaining experience, they should be realistic and related as much as possible to current practices in business. Whenever possible, real equipment, supplies and situations should be used; and students should experience activities by actually doing them. In such activities, performance standards should approach industry standards.

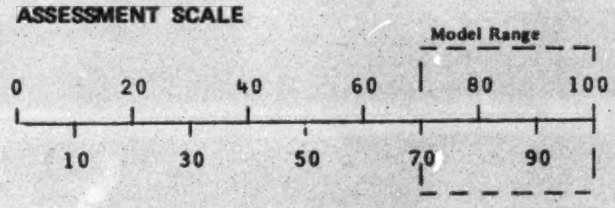
The relationship between curriculum objectives and the activities must be clearly established. Activities intended merely to keep students busy are not recommended. Basically, the experiences (for example, a store operation) should be an integral part of the teacher's methodology.

In a model career cluster program, the student's career goals will be supported by many elements of the high school. Ideally, support from other disciplines and other clusters will help the student to achieve success in his career interest area, to achieve objectives of other disciplines and to obtain basic skills in communications and mathematics. Many different approaches to interdisciplinary activities are possible. It is important that they be correlated to the student's career objectives.

PERFORMANCE STANDARDS	ASSESSMENT
1. Is instruction reinforced wherever possible with activities designed to provide practical experience in and application or identified concepts? (25)	_____
2. Do performance standards for "hands-on" types of learning experiences meet or approach industry standards? (20)	_____
3. Are class/laboratory and project activities of students coordinated with the marketing cluster curriculum guide? (15)	_____
4. Are available school resources utilized as the need arises? (10)	_____
5. Are objectives established for the activities of students? (15)	_____
6. Have specific areas within the curriculum been identified as ones that could successfully be taught using an inter-disciplinary approach? (15)	_____

On the scale to the right indicate the total rating given for this Component. If more than one individual is involved in the assessment process, average the ratings and insert the average on the scale.

ASSESSMENT SCALE



COOPERATIVE WORK EXPERIENCE

Students should have opportunities to learn and apply marketing skills through planned, individualized and coordinated on-the-job experience at a training station in the community. These experiences should be available to 11th and 12th grade students in a one-year program. In two-year programs, priority should be given to second year students; in some cases, however, the student may benefit most from the experience during the first year of a two-year program.

Provision should be made for a written training agreement, a written training plan, proper orientation of sponsors and recognition to employers/sponsors preferably through employer/employee banquets.

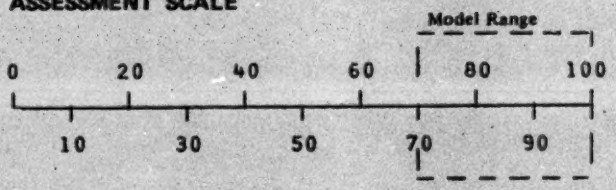
The teacher-coordinator should play a major role in locating suitable work stations. His efforts must be coordinated with the central work experience coordinator, if there is one employed, and with other program areas utilizing cooperative work experience. If the job is not located by the teacher-coordinator, it should be reviewed for its appropriateness to marketing or other cluster areas. When filling a job, the first consideration should be the cluster to which it relates.

The teacher-coordinator should regularly and systematically evaluate students on the job. Evaluation should be based on learned marketing skills and such employee traits as punctuality, ability to get along with others, etc.

PERFORMANCE STANDARDS	ASSESSMENT
1. Is priority given to obtaining career related training stations for students? (30)	_____
2. Are training agreements and plans in effect and utilized? (30)	_____
3. Is there evidence of adequate coordination (including sponsor orientation) by the teacher-coordinator? (20)	_____
4. Does the classroom instruction contribute to and relate directly with work station training? (10)	_____
5. Is there an effective job performance evaluation system? (10)	_____

On the scale to the right indicate the total rating given for this Component. If more than one individual is involved in the assessment process, average the ratings and insert the average on the scale.

ASSESSMENT SCALE



EVALUATION

Evaluation should be an integral element of a model marketing program. Evaluation should assess how well the program meets:

1. The individual student's needs including vocational, civic, leadership and social needs.
2. The manpower needs of business and industry.

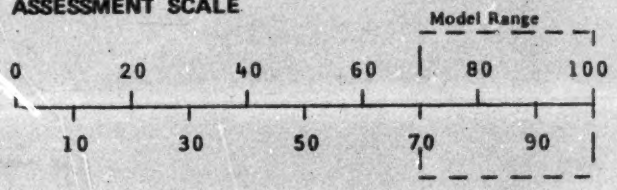
Students need to play a key role in the evaluative process. The advisory committee, training station sponsors, other faculty and administration, and parents also need to be involved.

Evaluation can be based on the development of the program as it moves toward "model" status. Progress should be reviewed in relation to long-range planning. While this does not measure teacher effectiveness, it does provide for accountability on a management-by-objective basis. The overriding consideration, however, should be how well the program meets individual needs in accordance with standards of business and industry.

PERFORMANCE STANDARDS	ASSESSMENT
1. Are there procedures for evaluating the student and are these followed? (25)	_____
2. Is the advisory committee functioning in its role of evaluating and improving the program. (15)	_____
3. Is there a means by which employers can easily evaluate the program and make suggestions? (10)	_____
4. Are in-school students given the opportunity to evaluate the program? (10)	_____
5. Are parents given the opportunity to evaluate the program? (10)	_____
6. Do appropriate administrators observe and evaluate the program? (10)	_____
7. Are follow-up studies utilized in program evaluation? (10)	_____
8. Is the long-range plan revision a part of the evaluation process? (10)	_____

On the scale to the right indicate the total rating given for this Component. If more than one individual is involved in the assessment process, average the ratings and insert the average on the scale.

ASSESSMENT SCALE



FACILITIES, EQUIPMENT, MATERIALS, AND SUPPLIES

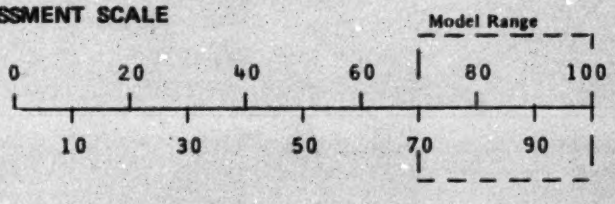
The in-school learning environment of a model marketing cluster program must give students opportunities for diverse activities and pursuit of interests. Students should be able to experience, in an integrated way, the many subject areas of the curriculum. They should have opportunities to learn and practice job skills and develop necessary social and business skills as well as to test and apply marketing theory.

The facility for the cluster should reflect the business environment. Students should be encouraged to explore career opportunities in the broad range of distributive occupations. The facility should be conducive to creative and individualized study. Equipment should be up-to-date and represent that used in business. Students should be aware of new and anticipated equipment. Resource materials (posters, pamphlets, films, books, etc.) should be available to students, preferably in the classroom/laboratory area. Supplies needed for realistic projects and activities should be available.

PERFORMANCE STANDARDS	ASSESSMENT
1. Is there enough class/lab space to operate the marketing instructional program efficiently and in accordance with the model program suggestions? (30)	_____
2. Is there adequate class/lab equipment available for student training purposes? (25)	_____
3. Is there adequate instructional equipment available for instructional purposes? (15)	_____
4. Are there sufficient supplies available for teaching and student learning activities? (15)	_____
5. Are there sufficient curriculum resource materials available for teaching and student learning activities? (15)	_____

On the scale to the right indicate the total rating given for this Component. If more than one individual is involved in the assessment process, average the ratings and insert the average on the scale.

ASSESSMENT SCALE



LONG-RANGE PLANNING

The need for planning at the program level is equally as important as the need for school and district long-range planning. In fact, the distance from the student to the program plan is much shorter than it is to the district plan. The key elements in the planning process are: setting goals and objectives, determining model program status, determining priority needs, determining activities to meet needs and carrying out activities. These should be consistent with the model cluster program.

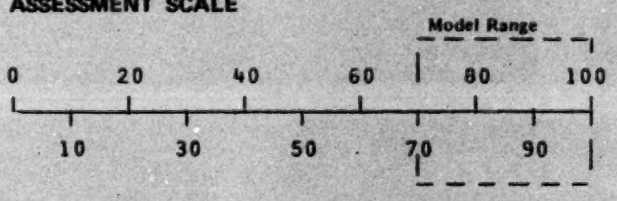
The cluster teacher-coordinator must assume a primary role in planning. The question, "Planning for what?" must be kept in mind. Planning is more than graphically portraying the activities that come to mind. Rather, the planner should be concerned with philosophy, goals, objectives, activities and, most importantly, the wanted or hoped-for effect on students. The approach should be to "plan to overcome identified problems."

Provision should be made to annually update the long-range program level plan. The use of a program level advisory committee in the planning process is strongly recommended.

PERFORMANCE STANDARDS	ASSESSMENT
1. Is there a long-range plan to guide the development of the marketing cluster program? (20)	_____
2. Is there sufficient monetary commitment on the part of the administration and staff to insure that the long-range plan can be implemented? (30)	_____
3. Is the plan reviewed and revised yearly on a systematic basis? (20)	_____
4. Is the plan consistent with the model cluster program philosophy? (15)	_____
5. Is there sufficient input in the areas of follow-up studies, advisory committee recommendations, industry, community data, school district forecasts, etc., to place the plan on a firm foundation? (15)	_____

On the scale to the right indicate the total rating given for this Component. If more than one individual is involved in the assessment process, average the ratings and insert the average on the scale.

ASSESSMENT SCALE



MEETING INDIVIDUAL NEEDS

The structure of a model marketing cluster should be such that each student can be helped to achieve goals and objectives consistent with his interests and abilities. Resources, methods, and teachers' efforts should be used in a setting flexible enough to accommodate students with varied interests, abilities, attitudes, strengths, weaknesses. In addition, such a setting calls for diagnosing students' strengths, weaknesses and interests; determining the most effective combination of resources for students; determining behavioral objectives to measure student achievement; and using a record-keeping system to track student achievement while they are engaged in multiple activities in various locations.

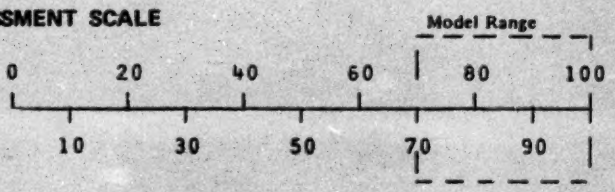
Meeting individual students' needs implies attention to:

1. Facilities and equipment.
2. The use of varied methodology.
3. Planned training agreements.
4. Integration of DECA projects and activities with the students' goals.
5. Effective counseling and guidance.
6. Allowing for a student-paced program.
7. Varied activities.
8. Individualized learning packages.
9. The development of behavioral objectives keyed to curriculum content as a basis for evaluation of student achievement.

PERFORMANCE STANDARDS	ASSESSMENT
1. Is the curriculum flexible enough to provide for student differences? (20)	_____
2. Are diagnostic procedures and methods used to assess students' strengths, weaknesses, and interests? (20)	_____
3. Are materials being used that allow students to select an occupational interest area and work on it individually at their own pace? (15)	_____
4. Are hands-on learning activities utilized wherever possible? (15)	_____
5. Are students expected to complete the marketing cluster with a degree of competency that will assure entry level abilities in their stated occupational interest areas? (15)	_____
6. Are counselors, guidance personnel, and other school staff members keeping students informed about the marketing career area and allied supporting courses? (15)	_____

On the scale to the right indicate the total rating given for this Component. If more than one individual is involved in the assessment process, average the ratings and insert the average on the scale.

ASSESSMENT SCALE



PROGRAM DESIGN

A two-year program allows for the most effective marketing cluster. Roughly ten hours per week are required, or the equivalent of one third of the student's program (not including allied supporting courses). Marketing I and II (see *Marketing Cluster Guide*) are recommended for the 11th grade, with extended class time to pursue learning in a laboratory setting. If the proper facilities are available, classes can be scheduled so as not to be back-to-back. Other combinations are possible, including: class/class; class/cooperative work experience; class/project. Cooperative Work Experience could be offered in addition to the above.

Marketing III and IV (see *Marketing Cluster Guide*) are recommended for the 12th grade. For students in their second year of a two-year program, cooperative work experience should be a priority consideration. For students not in cooperative work experience, extended class/laboratory time is recommended.

A good teacher ratio, based on experience nationwide, is 15 to 18 students per period (for a six-period day) with 45 to 60 students per coordinator. (See "Staffing.")

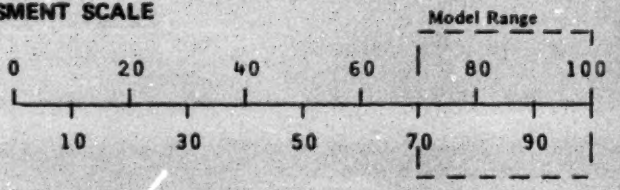
PERFORMANCE STANDARDS

ASSESSMENT

1. Is there a two-year marketing cluster program? (30) _____
2. Is student participation time equivalent to a minimum of ten unit hours per week? (30) _____
3. Is there provision for an optional class/lab period as an alternative for cooperative work experience for Marketing III and IV students? (10) _____
4. Is cooperative work experience given priority for Marketing III and IV students? (20) _____
5. Are a minimum of two credits received by all marketing students? (10) _____

On the scale to the right indicate the total rating given for this Component. If more than one individual is involved in the assessment process, average the ratings and insert the average on the scale.

ASSESSMENT SCALE



SCHOOL & COMMUNITY RELATIONS

For a model marketing cluster program to be integrated into the total school curriculum, and reflect business and industry as well, it must involve many individuals and organizations. Involvement of faculty and administration, employers, students and business and industry should be aggressively sought by means of effective communications. Marketing students and teacher-coordinators should:

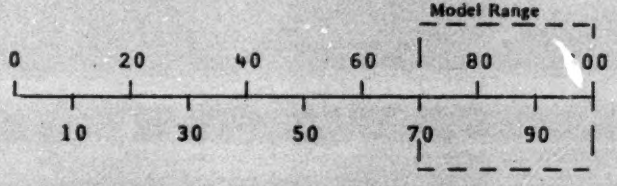
1. Appear at and make presentations to community organizations and marketing-related professional groups.
2. Carry out a public relations program which utilizes the various media available in the community.
3. Conduct an annual employer-employee banquet planned by students.
4. Conduct in-school activities which explain the marketing cluster program.

Adequately communicating facts about the program to the student body should be a major concern of teacher-coordinators. As a result, counselors, faculty and students will be well informed about the marketing cluster program when the time comes for forecasting. Systematic and often aggressive efforts to communicate information is a characteristic of a successful program. This includes publicity in-school program image, and community relations activities.

PERFORMANCE STANDARDS	ASSESSMENT
1. Are the various media available utilized to a reasonable extent for publicizing the D.E. program? (20)	_____
2. Are students involved in planning, financing, and conducting an annual employer appreciation banquet? (20)	_____
3. Are activites planned and carried out to help explain the marketing cluster program within the school and community? (30)	_____
4. Does the coordinator make home visitations as a part of his coordination activities whenever it is necessary and possible to do so? (10)	_____
5. Is there an on-going student recruitment program in operation? (20)	_____

On the scale to the right indicate the total rating given for this Component. If more than one individual is involved in the assessment process, average the ratings and insert the average on the scale.

ASSESSMENT SCALE



STAFFING

In a model program, staffing and related matters should be arranged so that the teacher-coordinator's responsibilities can be carried out effectively. Staffing considerations include:

Teaching loads not to exceed the equivalent of 90 to 108 students. "Equivalent" refers to a duplicated student count wherein students in a two-hour class/laboratory, major marketing projects and/or cooperative work experience are counted twice. (See "Program Design Element.") Generally, this amounts to 45 to 60 students per instructor. A good rule of thumb is to determine teacher load on the basis of one credit/one student.

Assistance by a teacher aide or part-time teacher when the assigned load increases to the equivalent of 110 to 120 students.

Extended contracts (preferably 12-month) with provisions for in-service, curriculum development, advanced study and other necessary college work. Summer employment in industry which is acceptable for credit both at the district and university level would be helpful.

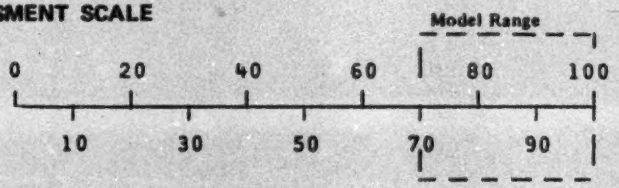
Teachers should meet certification standards. Teachers with special shop and lab certificates should receive in-service training related to the marketing cluster and the vocational student organization (DECA).

Work experience is an essential part of teacher preparation.

PERFORMANCE STANDARDS	ASSESSMENT
1. Has the instructor received adequate training in methods for Distributive Education? (25)	_____
2. Does the instructor participate in workshops, in-service classes, and conferences to keep current with business and educational program developments? (15)	_____
3. Are released time and travel expenses allowed for state-called teacher in-service activities and particiaption in DECA activities? (20)	_____
4. Is the instructor on a ten-month or more extended contract? (20)	_____
5. Is the teaching assignment consistent with the staffing guidelines and program design? (20)	_____

On the scale to the right indicate the total rating given for this Component. If more than one individual is involved in the assessment process, average the ratings and insert the average on the scale.

ASSESSMENT SCALE



VOCATIONAL STUDENT ORGANIZATION

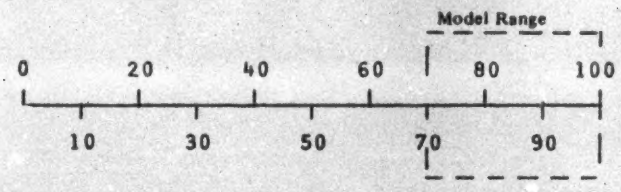
Vocational student organizations are a co-curricular part of most cluster programs. Distributive Education Clubs of America (DECA) is considered a major component of the model marketing cluster program.

As part of the cluster program, DECA should provide for the development and application of leadership skills, recognition of achievement, and a means of identity for students in the program. It should promote an understanding and appreciation for citizenship responsibilities in our competitive enterprise system, a respect for occupational competence, civic awareness and other recognized DECA goals.

PERFORMANCE STANDARDS	ASSESSMENT
1. Is DECA a co-curricular part of the instructional program? (30)	_____
2. Is the student organization guided by a planned program of activities? (20)	_____
3. Does the program of youth activities involve both the school and community? (20)	_____
4. Is there encouragement for and participation in the state, regional, and national DECA activities? (20)	_____
5. Are all enrollees in the instructional program in DECA? (10)	_____

On the scale to the right indicate the total rating given for this Component. If more than one individual is involved in the assessment process, average the ratings and insert the average on the scale.

ASSESSMENT SCALE



AWARENESS, K–6
(Also refer to Articulation)

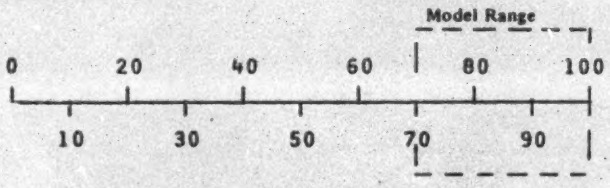
While students are young, they should develop career awareness so that they can later benefit from career exploratory experiences, career cluster curriculums, and post-secondary alternatives.

For distributive occupations, career awareness in the lower grades might best be accomplished through programs which develop economic understanding. The programs should emphasize the economics of distribution, the kinds of people and the things they do in the distributive facet of our economy. Instruction should be appropriate to the grade level.

PERFORMANCE STANDARDS	ASSESSMENT
1. Do students have opportunities to learn about work in relation to community and consumer economics? (25)	_____
2. Are students exposed to the broad range of occupations that make up the distribution field? (25)	_____
3. Are activity-oriented experiences provided that represent a cross-section of the distributive occupations spectrum? (25)	_____
4. Is there a program to allow students to observe workers and work processes? (15)	_____
5. Is the marketing cluster coordinator used as a resource in the planning of awareness programs? (10)	_____

On the scale to the right indicate the total rating given for this Component. If more than one individual is involved in the assessment process, average the ratings and insert the average on the scale.

ASSESSMENT SCALE



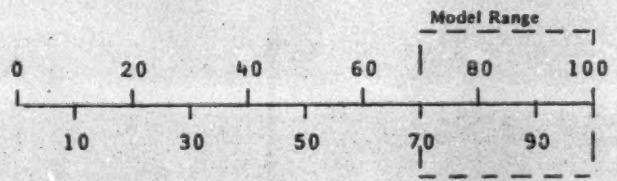
EXPLORATION
(Also refer to Articulation)

To prepare students in the 7th and 8th grades for broad career areas, especially such a diverse field as marketing, they should have opportunities for initial exploration through the use of observation, resource persons and facilities. More in-depth exploration of marketing occupations should be provided at the 9th and 10th grade levels.

PERFORMANCE STANDARDS	ASSESSMENT
1. Is there an orientation to several occupational clusters, classified according to the personal characteristics required by the occupations? (20)	_____
2. Are students allowed to explore occupational clusters and experience simulated or actual work environments? (20)	_____
3. Are students encouraged to select at least one occupational cluster for in-depth hands-on experience? (20)	_____
4. Are students able to go to the community and observe workers and work processes? (20)	_____
5. Is the marketing cluster coordinator used as a resource in the planning of exploratory programs? (20)	_____

ASSESSMENT SCALE

On the scale to the right indicate the total rating given for this Component. If more than one individual is involved in the assessment process, average the ratings and insert the average on the scale.



MARKETING PROJECTS

Marketing projects allow students to pursue their own interests in marketing and help them to meet curriculum objectives. Projects can take many forms, but basically they are designed either for in-school instruction or to substitute for cooperative work experience. Generally speaking, the latter is not desirable for second year or senior students.

In-school projects can be specific learning activities, parts of individual learning packages, or separate resources to help students achieve identified curriculum objectives. An example of a project major in scope is a student store. A project less broad in scope might be the use of one facet of a store or laboratory to learn a particular concept, such as taking physical inventory.

If the project is part of the minimum instructional time requirement for a vocational program, it should be equal to five instructional hours per week and school credit should be offered. Records of student achievement and progress must be kept.

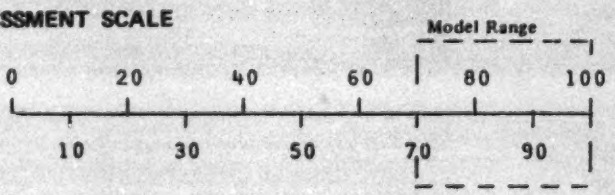
Out-of-school projects can provide students with meaningful activities in the community. This can be part of (or in addition to) cooperative work experience or it can be integrated with DECA activities. The key factor is the project's relevance to curriculum objectives.

Some suggested activities include: a student store operation, DECA projects in marketing, projects whereby students pursue their vocational interests either in the class/lab or the community.

PERFORMANCE STANDARDS	ASSESSMENT
1. Are marketing projects available and are they designed to improve skills, knowledge, and attitudes that prepare the student for the world of work and/or a stated career goal if appropriate? (25)	_____
2. Are projects organized concisely and stated simply so they can be easily understood and followed by students? (20)	_____
3. Are the activities and methods used in completing the projects realistic and up-to-date? (20)	_____
4. Are references, materials, and equipment used in completing the projects adequately and easily available? (20)	_____
5. Is there an effective system for recording student progress? (15)	_____

On the scale to the right indicate the total rating given for this Component. If more than one individual is involved in the assessment process, average the ratings and insert the average on the scale.

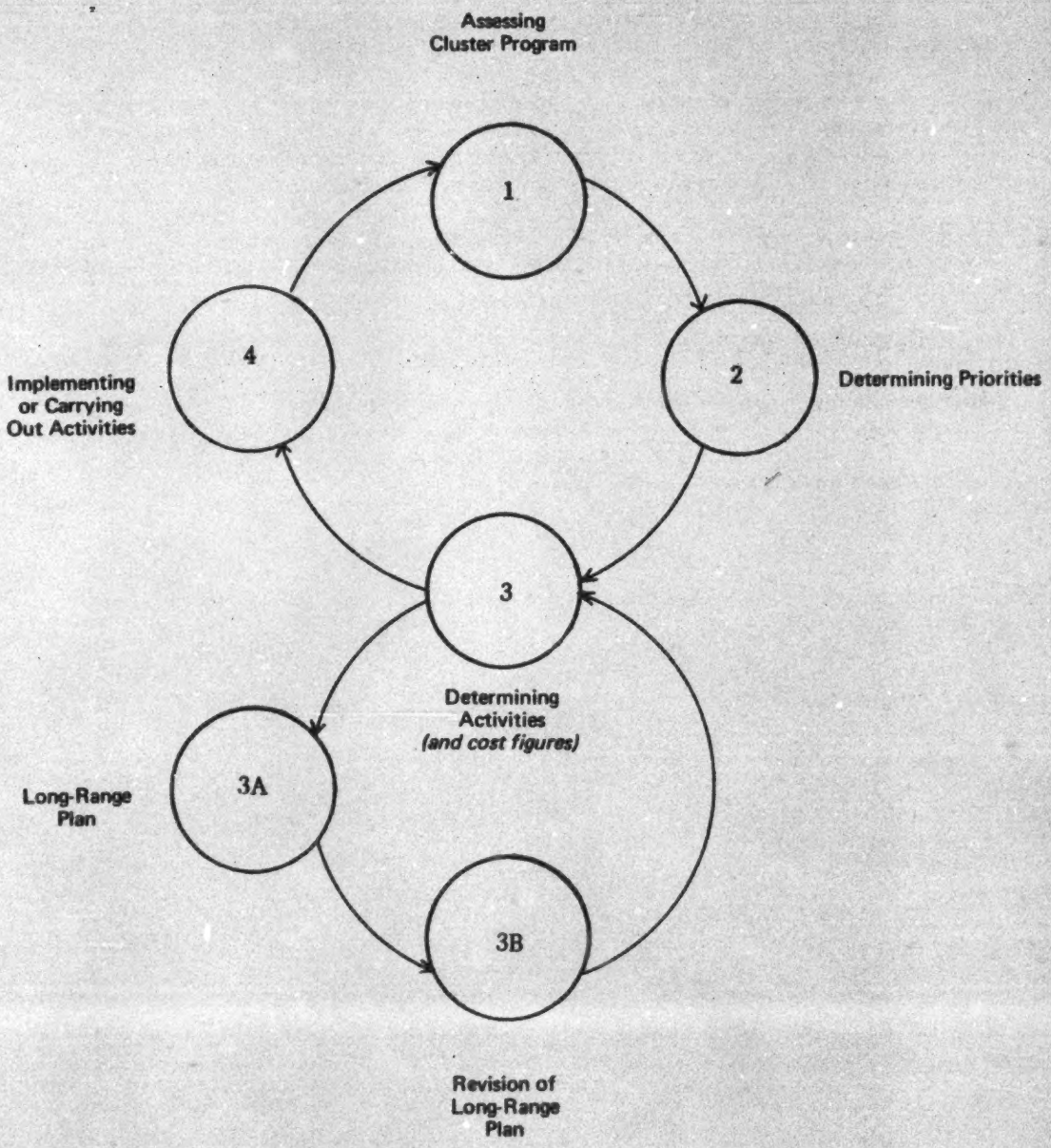
ASSESSMENT SCALE



UTILIZING THE ASSESSMENT RESULTS

When the master assessment is completed, results will indicate the program's strengths and weaknesses in relation to achievement of model program status. A long-range plan should be developed to provide management data, including budget figures. The basis for the plan will be the activities designed to overcome program weaknesses and accomplish objectives. A diagram of this assessment-planning process is shown below.

PLANNED PROGRAM DEVELOPMENT SYSTEM



PLANNED PROGRAM DEVELOPMENT SYSTEM (Continued)

The process begins with assessment (circle 1). Assessment leads to establishing priorities (needs) based on the model program concept (circle 2). In order to meet the needs, activities are planned, such as purchasing specified equipment, tearing out a partition, organizing an advisory committee, etc., (circle 3). Activities are then carried out (circle 4).

Not all priority needs will be met in one year. A long-range plan can relegate certain expected accomplishments to future years. For example, it may not be feasible to develop a complete laboratory facility immediately; it may need to be done in stages over a five-year period. Circles 3A and 3B represent this planning concept. Activities prescribed for year one will be itemized, and the plan will provide for future revision. New priorities will emerge as the assessing and planning process is repeated periodically. To illustrate: the annual report of activities and accomplishments to the advisory committee could be based on reassessment of the marketing cluster program. Data from the reassessment would be used to support goal accomplishment. This management-by-objective process would be understood by members of the business community.

The form shown in Figure 1 (page 24) suggests one method for carrying out this managerial phase of program development. The particular component under analysis is entered in the **component** space. The performance standards are written in the form of key questions under **Performance Standards.** Activities designed to meet priority needs are entered under **Performance Expectations.**

Figure 2 represents a completed sample worksheet. Note that ratings have been provided for each key question. These have been totaled and entered on the assessment scale. Sample activities are described in the space under **Performance Expectations.**

THE ASSESSMENT PROFILE

Assessment for each component is transferred to the Assessment Profile (Figure 3). At the bottom of the profile is a scale for indicating the Master Assessment figure, which is the average of the individual assessments. This indicates progress toward model status from year to year. Figure 4 shows a sample completed Assessment Profile and Master Assessment.

FIGURE 1

MARKETING PROGRAM	PERFORMANCE STANDARDS	PERFORMANCE EXPECTATIONS
COMPONENT: DESCRIPTION:		June 30, 197_ June 30, 197_ June 30, 197_ June 30, 197_ June 30, 197_

MARKETING PROGRAM

COMPONENT: CAREER ORIENTED CURRICULUM

DESCRIPTION The marketing occupational cluster guide is the recommended base for the cluster program in grades 11 and 12. The cluster should include the broadest possible number of occupations; these could be used as the basis for the cluster. (See *Vocational Education and Occupations* published by the U.S. Office of Education and U.S. Department of Labor, Manpower Administration.

Students should be encouraged to take courses which are allied to and supportive of their career interests. Students need classroom and laboratory experiences which reflect the subject matter of the curriculum. The marketing curriculum should be kept current with practices and procedures in business and industry.

PERFORMANCE STANDARDS

1. Is an organized procedure being used for updating the marketing cluster curriculum? (20)
2. Are appropriate allied supporting courses available to students so they may develop a more comprehensive career program? (15)
3. Does the learning environment and class activity encourage students to explore occupations within the marketing career area? (20)
4. Are subject matter concepts identified by stated performance or achievement levels? (25)
5. Are concepts in the curriculum guide utilized as a base for instruction provided in the program? (20)

PERFORMANCE EXPECTATIONS

	June 30, 1972	June 30, 1973	June 30, 1974	June 30, 1975	June 30, 1976
Career awareness project (develop a career atmosphere, etc.).	Develop advertising unit of curriculum guide with assistance of the Oregon Advertising Club. Organize counselor information session (Luncheon). Develop individual instruction units on: Salesmanship, Market Research, Human Relations, Product Technology. Develop data input for curriculum revision.	Develop a counselors kit to assist guidance department. Develop a marketing career film for use in student forecasting. Develop individual instruction units on: Stock Control, Finance, Business Organization, and Communications. Develop sub career interest questionnaire.			

FIGURE 2

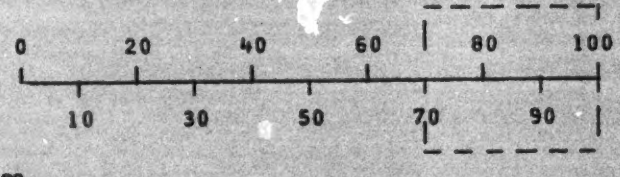
FIGURE 3

Evaluator _____ High School _____

MODEL MARKETING CLUSTER ASSESSMENT PROFILE

Major Components	0 | 20 | 40 | 60 | 80 | 100 (Model Range)
ADVISORY COMMITTEE	
ARTICULATION	
CAREER ORIENTED CURRICULUM	
CAREER ORIENTED METHODS	
COOPERATIVE WORK EXPERIENCE	
EVALUATION	
FACILITIES, EQUIPMENT, MATERIALS AND SUPPLIES	
LONG-RANGE PLANNING	
MEETING INDIVIDUAL NEEDS	
PROGRAM DESIGN	
SCHOOL AND COMMUNITY RELATIONS	
STAFFING	
YOUTH ORGANIZATION	
Assess the following components when applicable:	
AWARENESS	
EXPLORATION	
MARKETING PROJECTS	

MASTER ASSESSMENT — Model Range



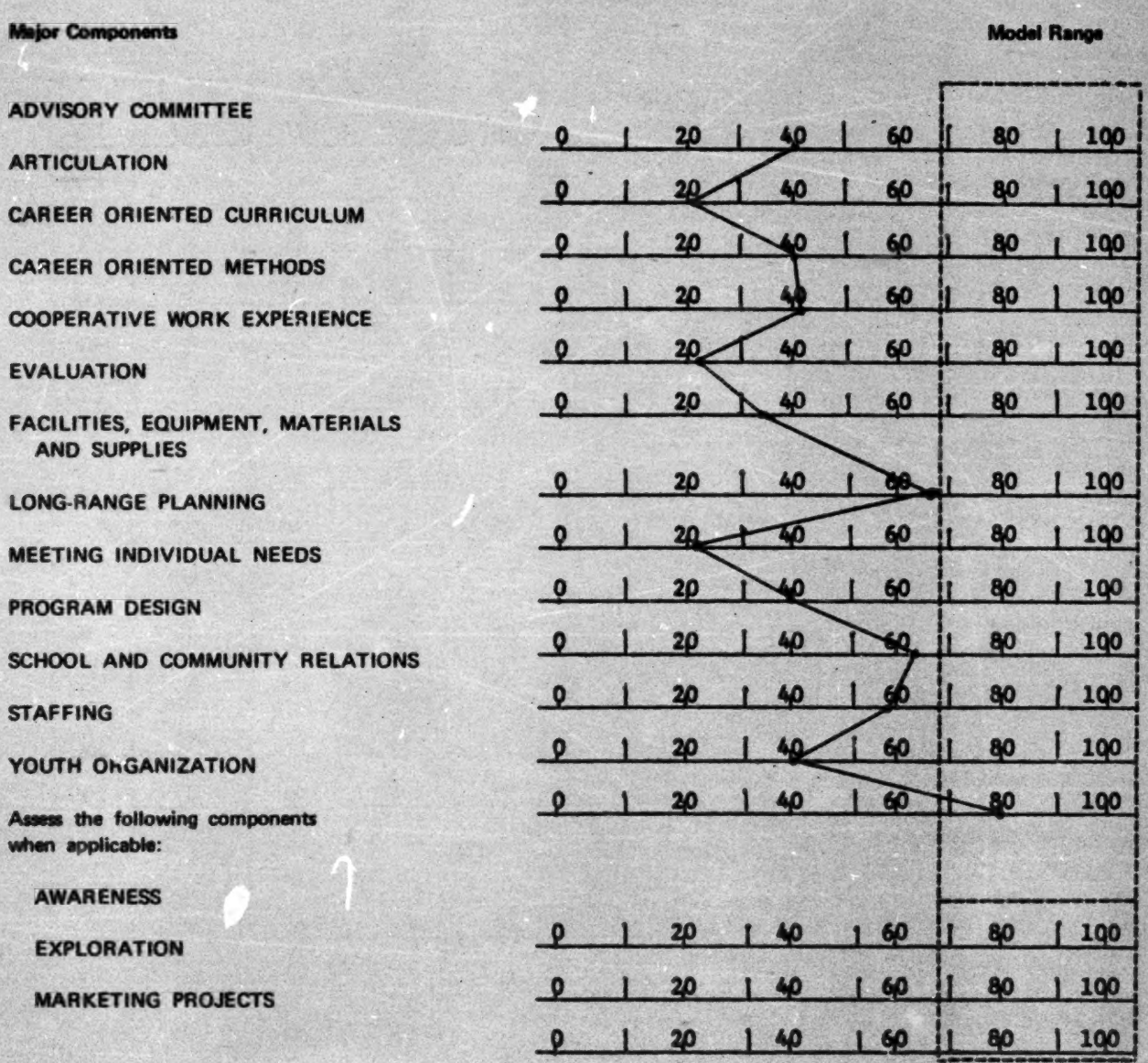
MASTER ASSESSMENT: TOTAL PROGRAM

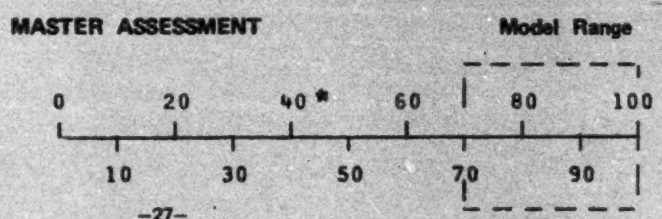
FIGURE 4

Evaluator _____ High School _____

MODEL MARKETING CLUSTER

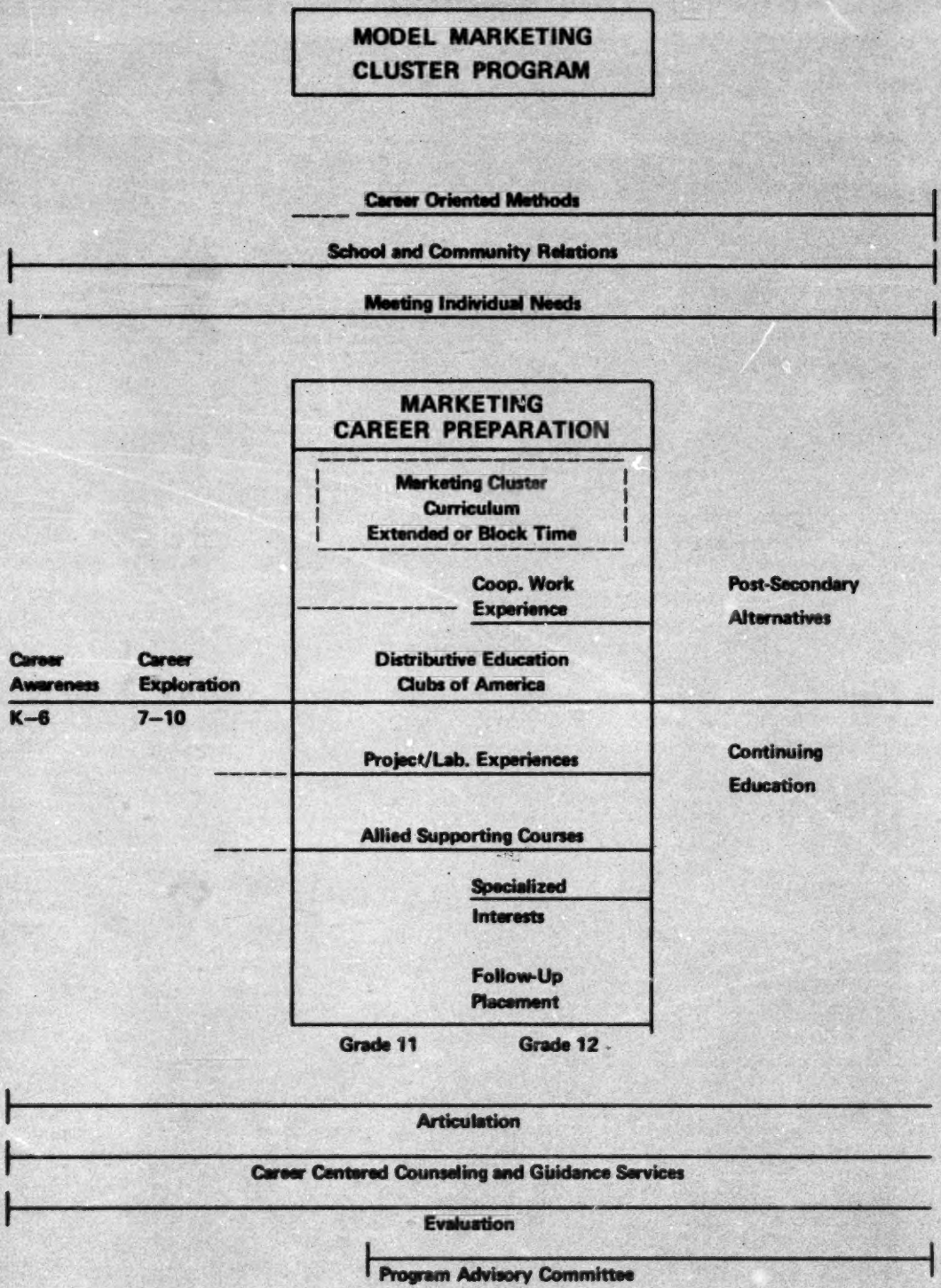
ASSESSMENT PROFILE





MASTER ASSESSMENT: TOTAL PROGRAM

APPENDIX A


MODEL MARKETING CLUSTER PROGRAM
Career Oriented Methods
School and Community Relations
Meeting Individual Needs
MARKETING CAREER PREPARATION
Marketing Cluster Curriculum Extended or Block Time
Coop. Work Experience
Post-Secondary Alternatives
Career Awareness
Career Exploration
Distributive Education Clubs of America
K–6
7–10
Project/Lab. Experiences
Continuing Education
Allied Supporting Courses
Specialized Interests
Follow-Up Placement
Grade 11
Grade 12
Articulation
Career Centered Counseling and Guidance Services
Evaluation
Program Advisory Committee

APPENDIX B

SOME RECOMMENDED ALLIED SUPPORTING COURSES

General Business

Emphasizes the consumer aspects of business and economics, and is available to all students. This general business course examines such units as banking services, credit, and collection, purchasing goods and services, insurance, savings and investment, and the keeping of personal records.

Bookkeeping – Accounting

Introduces the student to the importance and functions of systematic, adequate records in modern-day business. Beginning with the financial statements of a business, this course develops a logical sequential cycle of bookkeeping procedures using the double-entry system.

Economics

Introduces the student to the important aspects of consumer economics as well as problems of business and industry. Problems of organization, finance, operation and management are studied, as well as matters of national concern, such as gross national product, supply and demand, earnings, savings, investment, and the role of government in economic affairs.

Business Law

Emphasizes the application of legal and ethical aspects of law and practice to business situations. Various forms of contracts and negotiable instruments are presented along with sales, bailments, partnerships, corporations, insurance and other legal matters pertaining to business.

APPENDIX C

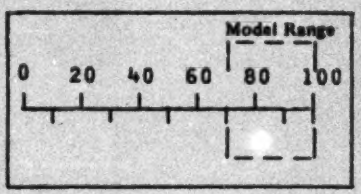
Codes and Titles
Distributive Education Instructional Programs*
04.0000 Reporting System

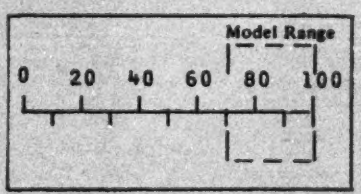
04.0000	DISTRIBUTIVE EDUCATION
01	Advertising Services
02	Apparel and Accessories
03	Automotive
04	Finance and Credit
05	Floristry
06	Food Distribution
07	Food Services
08	General Merchandise
09	Hardware, Building Materials, Farm and Garden Supplies and Equipment
10	Home Furnishings
11	Hotel and Lodging
12	Industrial Marketing
13	Insurance
14	International Trade
15	Personal Services
16	Petroleum
17	Real Estate
18	Recreation and Tourism
19	Transportation
20	Retail Trade, Other
31	Wholesale Trade, Other
99	Distributive Education, Other

*See OE-80061, Vocational Education and Occupations, pages 729 and 19-37, July 1969.

APPENDIX D

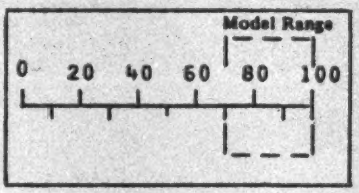
MARKETING CLUSTER PERFORMANCE STANDARD

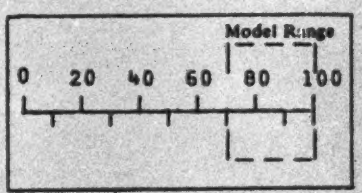
MODEL COMPONENT	PERFORMANCE QUESTIONS	ASSESS-MENT	ASSESSMENT SCALE
ADVISORY COMMITTEE	1. Is there an advisory committee representative of the marketing community? (20)	_____	On the scale shown below indicate the total of the performance questions. If more than one evaluator is involved, average the totals and insert the average.
	2. Does the coordinator communicate with and enlist the assistance of the advisory committee on a regular basis? (20)	_____	
	3. Does the advisory committee assist in the identification of program needs and in working toward meeting those needs? (20)	_____	
	4. Does the advisory committee assist in the improvement of the marketing program's school and community relations? (20)	_____	
	5. Are advisory committee recommendations given proper recognition and channeled to appropriate persons? (20)	_____	
	TOTAL	_____	INSERT FINAL RATING ON MASTER ASSESSMENT

MODEL COMPONENT	PERFORMANCE QUESTIONS	ASSESS-MENT	ASSESSMENT SCALE
ARTICULATION K–ADULT	1. Is there a planned program of curriculum articulation between the high school and the community college? (20)	_____	On the scale shown below indicate the total of the performance questions. If more than one evaluator is involved, average the totals and insert the average.
	2. Is there evidence of articulation between the awareness and exploratory school levels of career education and the marketing curriculum? (20)	_____	
	3. Are students in grades K–6 exposed to occupations in the distribution field and to the economics of distribution? (20)	_____	
	4. Are exploratory experiences available in the area of marketing and management for students in grades 7–10? (20)	_____	
	5. Is there a planned procedure for meeting the adult education needs in the community? (20)	_____	
	TOTAL	_____	INSERT FINAL RATING ON MASTER ASSESSMENT

APPENDIX D

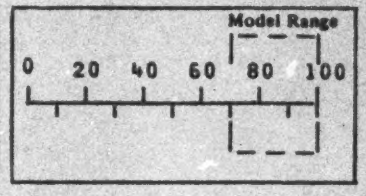
MARKETING CLUSTER PERFORMANCE STANDARD

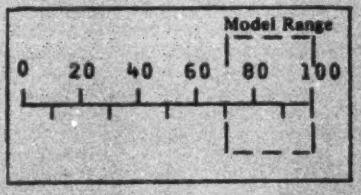
MODEL COMPONENT	PERFORMANCE QUESTIONS	ASSESS-MENT	ASSESSMENT SCALE
CAREER ORIENTED CURRICULUM	1. Is an organized procedure being used for updating the marketing cluster curriculum? (20)	_____	On the scale shown below indicate the total of the performance questions. If more than one evaluator is involved, average the totals and insert the average.
	2. Are appropriate allied supporting courses available to students so they may develop a more comprehensive career program? (15)	_____	
	3. Does the learning environment and class activity encourage students to explore occupations within the marketing career area? (20)	_____	
	4. Are subject matter concepts identified by stated performance or achievement levels? (25)	_____	
	5. Are concepts in the curriculum guide utilized as a base for instruction provided in the program? (20)	_____	
	TOTAL	_____	INSERT FINAL RATING ON MASTER ASSESSMENT

MODEL COMPONENT	PERFORMANCE QUESTIONS	ASSESS-MENT	ASSESSMENT SCALE
CAREER ORIENTED METHODS	1. Is instruction reinforced wherever possible with activities designed to provide practical experience in and application of identified concepts? (25)	_____	On the scale shown below indicate the total of the performance questions. If more than one evaluator is involved, average the totals and insert the average.
	2. Do performance standards for "hands-on" types of learning experiences meet or approach industry standards? (20)	_____	
	3. Are class/laboratory and project activities of students coordinated with the marketing cluster curriculum guide? (15)	_____	
	4. Are available school resources utilized as the need arises? (10)	_____	
	5. Are objectives established for the activities of students? (15)	_____	
	6. Have specific areas within the curriculum been identified as ones that could be successfully be taught using an interdisciplinary approach? (15)	_____	
	TOTAL	_____	INSERT FINAL RATING ON MASTER ASSESSMENT

APPENDIX D

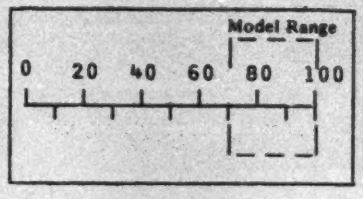
MARKETING CLUSTER
PERFORMANCE STANDARD

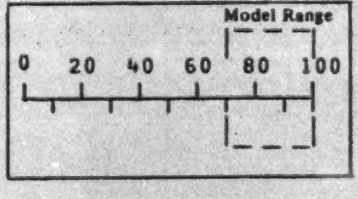
MODEL COMPONENT	PERFORMANCE QUESTIONS	ASSESS-MENT	ASSESSMENT SCALE
COOPERATIVE WORK EXPERIENCE	1. Is priority given to obtaining career related training stations for students? (30)	_____	On the scale shown below indicate the total of the performance questions. If more than one evaluator is involved, average the totals and insert the average.
	2. Are training agreements and plans in effect and utilized? (30)	_____	
	3. Is there evidence of adequate coordination (including sponsor orientation) by the teacher-coordinator? (20)	_____	
	4. Does the classroom instruction contribute to and relate directly with work station training? (10)	_____	
	5. Is there an effective job performance evaluation system? (10)	_____	
	TOTAL	_____	INSERT FINAL RATING ON MASTER ASSESSMENT

MODEL COMPONENT	PERFORMANCE QUESTIONS	ASSESS-MENT	ASSESSMENT SCALE
EVALUATION	1. Are there procedures for evaluating the student and are these followed? (25)	_____	On the scale shown below indicate the total of the performance questions. If more than one evaluator is involved, average the totals and insert the average.
	2. Is the advisory committee functioning in its role of evaluating and improving the program? (15)	_____	
	3. Is there a means by which employers can easily evaluate the program and make suggestions? (10)	_____	
	4. Are in-school students given the opportunity to evaluate the program? (10)	_____	
	5. Are parents given the opportunity to evaluate the program? (10)	_____	
	6. Do appropriate administrators observe and evaluate the program? (10)	_____	
	7. Are follow-up studies utilized in program evaluation? (10)	_____	
	8. Is the long-range plan revision a part of the evaluation process? (10)	_____	INSERT FINAL RATING ON MASTER ASSESSMENT
	TOTAL	_____	

APPENDIX D

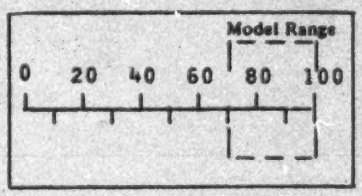
MARKETING CLUSTER PERFORMANCE STANDARD

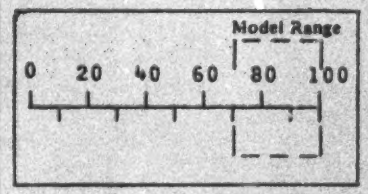
MODEL COMPONENT	PERFORMANCE QUESTIONS	ASSESS-MENT	ASSESSMENT SCALE
FACILITIES, EQUIPMENT, MATERIALS, AND SUPPLIES	1. Is there enough class/lab space to operate the marketing instructional program efficiently and in accordance with the model program suggestions? (30) 2. Is there adequate class/lab equipment available for student training purposes? (25) 3. Is there adequate instructional equipment available for instructional purposes? (15) 4. Are there sufficient supplies available for teaching and student learning activities? (15) 5. Are there sufficient curriculum resource materials available for teaching and student learning activities? (15) TOTAL	_____ _____ _____ _____ _____ _____	On the scale shown below indicate the total of the performance questions. If more than one evaluator is involved, average the totals and insert the average.  INSERT FINAL RATING ON MASTER ASSESSMENT

MODEL COMPONENT	PERFORMANCE QUESTIONS	ASSESS-MENT	ASSESSMENT SCALE
LONG-RANGE PLANNING	1. Is there a long-range plan to guide the development of the marketing cluster program? (20) 2. Is there sufficient monetary commitment on the part of the administration and staff to insure that the long-range plan can be implemented? (30) 3. Is the plan reviewed and revised yearly on a systematic basis? (20) 4. Is the plan consistent with the model cluster program philosophy? (15) 5. Is there sufficient input in the areas of follow-up studies, advisory committee recommendations, industry, community data, school district forecasts, etc., to place the plan on a firm foundation? (15) TOTAL	_____ _____ _____ _____ _____ _____	On the scale shown below indicate the total of the performance questions. If more than one evaluator is involved, average the totals and insert the average.  INSERT FINAL RATING ON MASTER ASSESSMENT

APPENDIX D

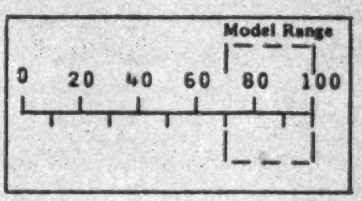
MARKETING CLUSTER PERFORMANCE STANDARD

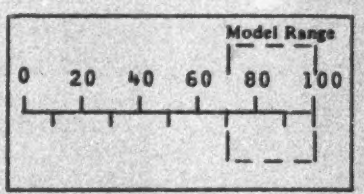
MODEL COMPONENT	PERFORMANCE QUESTIONS	ASSESS-MENT	ASSESSMENT SCALE
MEETING INDIVIDUAL NEEDS	1. Is the curriculum flexible enough to provide for student differences? (20)	_____	On the scale shown below indicate the total of the performance questions. If more than one evaluator is involved, average the totals and insert the average.
	2. Are diagnostic procedures & methods used to assess students' strengths, weaknesses, and interests? (20)	_____	
	3. Are materials being used that allow students to select an occupational interest area & work on it individually at their own pace? (15)	_____	
	4. Are hands-on learning activities utilized wherever possible? (15)	_____	
	5. Are students expected to complete the marketing cluster with a degree of competency that will assure entry level abilities in their stated occupational interest areas? (15)	_____	
	6. Are counselors, guidance personnel, and other school staff members keeping students informed about the marketing career area and allied supporting courses? (15)	_____	**INSERT FINAL RATING ON MASTER ASSESSMENT**
	TOTAL	_____	

MODEL COMPONENT	PERFORMANCE QUESTIONS	ASSESS-MENT	ASSESSMENT SCALE
PROGRAM DESIGN	1. Is there a two-year marketing cluster program? (30)	_____	On the scale shown below indicate the total of the performance questions. If more than one evaluator is involved, average the totals and insert the average.
	2. Is student participation time equivalent to a minimum of ten unit hours per week? (30)	_____	
	3. Is there provision for an optional class/lab period as an alternative for cooperative work experience for Marketing III and IV students? (10)	_____	
	4. Is cooperative work experience given priority for Marketing III and IV students? (20)	_____	
	5. Are a minimum of two credits received by all marketing students? (10)	_____	
	TOTAL	_____	**INSERT FINAL RATING ON MASTER ASSESSMENT**

APPENDIX D

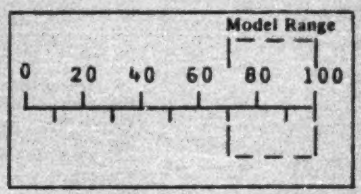
MARKETING CLUSTER PERFORMANCE STANDARD

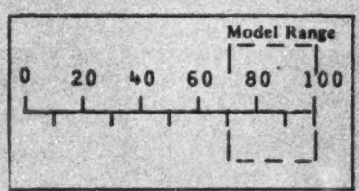
MODEL COMPONENT	PERFORMANCE QUESTIONS	ASSESS-MENT	ASSESSMENT SCALE
SCHOOL AND COMMUNITY RELATIONS	1. Are the various media available utilized to a reasonable extent for publicizing the D.E. program? (20) 2. Are students involved in planning, financing, and conducting an annual employer appreciation banquet? (20) 3. Are activities planned and carried out to help explain the marketing cluster program within the school and community? (30) 4. Does the coordinator make home visitations as a part of his coordination activities whenever it is necessary and possible to do so? (10) 5. Is there an ongoing student recruitment program in operation? (20) TOTAL	_____ _____ _____ _____ _____ _____	On the scale shown below indicate the total of the performance questions. If more than one evaluator is involved, average the totals and insert the average.  INSERT FINAL RATING ON MASTER ASSESSMENT

MODEL COMPONENT	PERFORMANCE QUESTIONS	ASSESS-MENT	ASSESSMENT SCALE
STAFFING	1. Has the instructor received adequate training in methods for Distributive Education? (25) 2. Does the instructor participate in workshops, in-service classes, and conferences to keep current with business and educational program developments? (15) 3. Are released time and travel expenses allowed for state-called teacher in-service activities and participation in DECA activities? (20) 4. Is the instructor on a ten-month or more extended contract? (20) 5. Is the teaching assignment consistent with the staffing guidelines and program design? (20) TOTAL	_____ _____ _____ _____ _____ _____	On the scale shown below indicate the total of the performance questions. If more than one evaluator is involved, average the totals and insert the average.  INSERT FINAL RATING ON MASTER ASSESSMENT

APPENDIX D

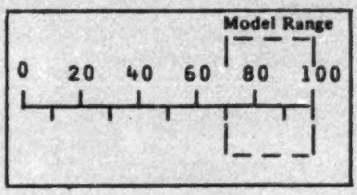
MARKETING CLUSTER PERFORMANCE STANDARD

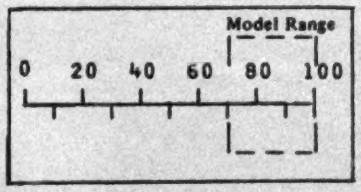
MODEL COMPONENT	PERFORMANCE QUESTIONS	ASSESS-MENT	ASSESSMENT SCALE
VOCATIONAL STUDENT ORGANIZATION	1. Is DECA a co-curricular part of the instructional program? (30) 2. Is the student organization guided by a planned program of activities? (20) 3. Does the program of youth activities involve both the school and community? (20) 4. Is there encouragement for and participation in the state, regional, and national DECA activities? (20) 5. Are all enrollees in the instructional program in DECA? (10) TOTAL	_____ _____ _____ _____ _____ _____	On the scale shown below indicate the total of the performance questions. If more than one evaluator is involved, average the totals and insert the average.  INSERT FINAL RATING ON MASTER ASSESSMENT

MODEL COMPONENT	PERFORMANCE QUESTIONS	ASSESS-MENT	ASSESSMENT SCALE
AWARENESS, K–6 (Also refer to Articulation)	1. Do students have opportunities to learn about work in relation to community and consumer economics? (25) 2. Are students exposed to the broad range of occupations that make up the distribution field? (25) 3. Are activity-oriented experiences provided that represent a cross-section of the distributive occupations spectrum? (25) 4. Is there a program to allow students to observe workers and work processes? (15) 5. Is the marketing cluster coordinator used as a resource in the planning of awareness programs? (10) TOTAL	_____ _____ _____ _____ _____ _____	On the scale shown below indicate the total of the performance questions. If more than one evaluator is involved, average the totals and insert the average.  INSERT FINAL RATING ON MASTER ASSESSMENT

APPENDIX D

MARKETING CLUSTER PERFORMANCE STANDARD

MODEL COMPONENT	PERFORMANCE QUESTIONS	ASSESS-MENT	ASSESSMENT SCALE
EXPLORATION (Also refer to Articulation)	1. Is there an orientation to several occupational clusters, classified according to the personal characteristics required by the occupations? (20) _____ 2. Are students allowed to explore occupational clusters and experience simulated or actual work environments? (20) _____ 3. Are students encouraged to select at least one occupational cluster for in-depth hands-on experience? (20) _____ 4. Are students able to go to the community and observe workers and work processes? (20) _____ 5. Is the marketing cluster coordinator used as a resource in the planning of exploratory programs? (20) _____ **TOTAL** _____		On the scale shown below indicate the total of the performance questions. If more than one evaluator is involved, average the totals and insert the average.  **INSERT FINAL RATING ON MASTER ASSESSMENT**

MODEL COMPONENT	PERFORMANCE QUESTIONS	ASSESS-MENT	ASSESSMENT SCALE
MARKETING PROJECTS	1. Are marketing projects available and are they deisgned to improve skills, knowledge, and attitudes that prepare the student for the world of work and/or a stated career goal if appropriate? (25) _____ 2. Are projects organized concisely and stated simply so they can be easily understood and followed by students? (20) _____ 3. Are the activities and methods used in completing the projects realistic and up-to-date? (20) _____ 4. Are references, materials, and equipment used in completing the projects adequately and easily available? (20) _____ 5. Is there an effective system for recording student progress? (15) _____ **TOTAL** _____		On the scale shown below indicate the total of the performance questions. If more than one evaluator is involved, average the totals and insert the average.  **INSERT FINAL RATING ON MASTER ASSESSMENT**